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ABSTRACT

This report presents research on educational equality in three California school districts. Most of the data came from a computerized survey instrument, the Racial Justice Report Card, which evaluates school districts on issues crucial to racial equality. Statistical data were supplemented with student interviews. Results show that African American and Latino students are being shut out of the basic classes needed to be eligible to apply to college. They are routinely left out of gifted and advanced classes. Students reveal that they face rats, roaches, deteriorating buildings, and a lack of basic resources in their efforts to get a decent education. School disciplinary actions have an unequal impact on African American and Latino students. The racial makeup of teaching staff is proportionately opposite that of their representations in the student body. Black, Asian, and Latino teachers make up a much smaller percentage of the teaching staff than do their respective racial groups in the student body. Students of color are more likely to drop out than their white counterparts. The report recommends that schools keep and annually publish key statistics broken down by age, sex, and race. (SM)

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ED 464 976

Still Separate
Still Unequal

A Look at Racial Inequality in California Schools
47 Years After Brown v. Board of Education

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Californians for Justice Education Fund

May 17, 2001

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Expanded edition: including student profiles, press clippings from the report release, and data tables.

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Still Separate
Still Unequal

A Look at Racial Inequality in California Schools
47 Years After Brown v. Board of Education

Californians for Justice Education Fund

May 17, 2001

Included in this Report:

- *Student profiles*
- *Press Clippings*
- *"Still Separate, Still Unequal" Report*
- *Chi-square values tables*

July 2001

Dear Friend,

Nearly a half century after the historic Brown vs. Board of Education decision, California's schools are still separate and still unequal.

On May 17th, student members of CFJ exposed racial disparities in their school districts at press conferences across the state. Two days earlier, Long Beach freshman Terrence Taylor was called into his counselor's office and told not to participate. The school district dug into the records of another student spokesperson in an attempt to discredit him in the media. The fact that students spoke publicly in the face of intimidation is no small feat.

CFJ's May 17th press conferences presented research conducted by over 50 students in San Diego, Long Beach, and San Jose during the spring. Young people interviewed 1,000 of their fellow students about issues they face in their schools, and went to their School Districts to collect data disaggregated by race. The project unearthed alarming disparities in college access, discipline, and school conditions. Students of color are overwhelmingly being led on a path away from success.

In addition to the importance of these findings, this project highlighed three opportunities for strategic involvement of young people in making change:

- as *researchers*, students are in schools experiencing racial inequalities and they have a legitimate right to data about their education,
- as *spokespeople*, students bring a critical voice to the debate on education – one that has been neglected for too long by the press and by decision-makers, and
- as *organizers*, students recruit and involve other students and act collectively to excercise their power to change the issues that affect them.

Despite resistance from school districts, CFJ's press conferences were hugely successful. Radio stations up and down the state aired the news of the report, TV news stations ran feature length stories, and newspapers ranging from the *Los Angeles Times* to the Spanish and Cantonese press wrote articles. The message that students of color are not receiving the same quality education as their white peers sounded loud and clear to millions of Californians.

Bringing these issues to the forefront is only a first step – the next step is to create change. During the next year, we will mobilize high school students more deeply, expand our organizing of parents, and continue to build solid, strategic alliances with educators, grassroots organizations, and legal rights, policy, media, health, and other groups. Our goal is to build a lasting movement for racial justice in education. We hope you can join us.

In struggle,

Abdi Soltani

Abdi Soltani
Executive Director

P.S. We would like to give special thanks to the Applied Research Center's ERASE program and to We Interrupt This Message whose valuable support made this project possible.

Student Profiles

of some of those involved in the May 17th press conferences and research for the report "Still Separate, Still Unequal"

Approximately 50 students from San Jose, San Diego, and Long Beach interviewed nearly 1,000 students about the conditions in their schools and collected school district data relating to racial equity. Nine of those students became spokespeople at simultaneous press conferences and meetings across the state.

Answering questions, Long Beach Press Conference: None of the students had ever spoken at a press conference before. One student said he had always imagined that a press conference had to be a huge event in a fancy room with podiums. He didn't realize it was possible for students to get the message out like this.

Front row (left to right): Rommel Mirasol, Charlotte Flournoy, Terrence Taylor, Christine Thai. Back row: Rhea Martin, CFJ organizer Yvonne Paul, Danny Gutierrez.

The press conferences were covered by newspapers ranging from the LA Times to the Spanish and Cantonese press: Danny Gutierrez, senior at Polytechnic High School in Long Beach and CFJ organizer Norma Martinez speak to a reporter from *La Opinión*, the largest Spanish language newspaper in the country.

Outside the San Jose East Side Union High School District: Liz Gonzalez (right) and CFJ organizer Cathy Rion speak about conditions in the District. Liz, age 20, is a graduate of the district. In April 2001 she was elected to be a member of the CFJ Board of Directors.

San Diego gets an "F" in Racial Justice: Esmeralda Perez and Cindy Muñoz, both freshmen at Crawford High School met with reporters at the CFJ office in San Diego.

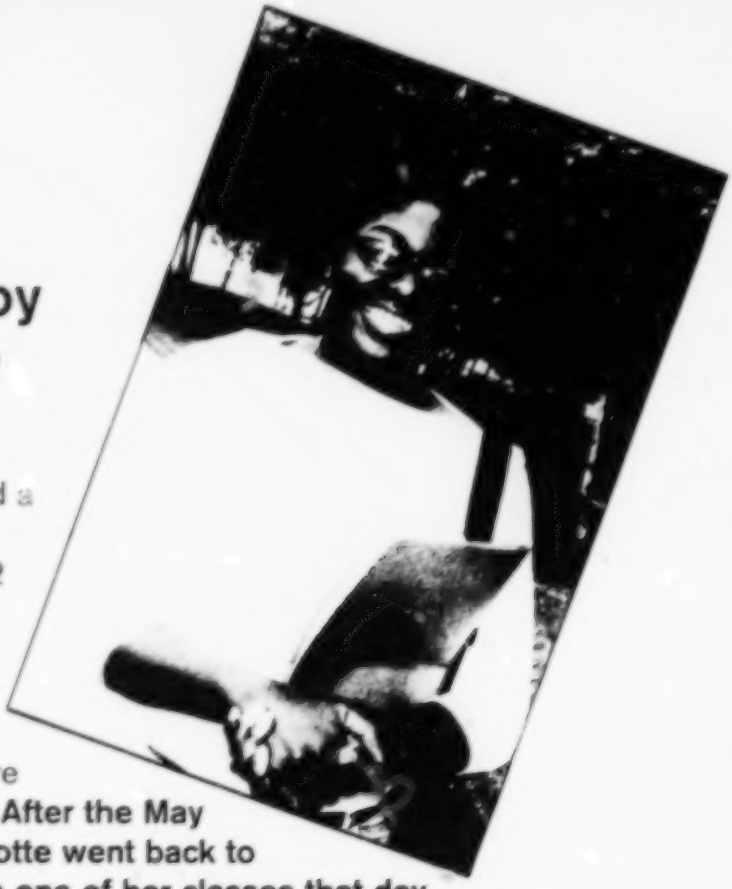
"Things have to change," says Cindy Muñoz, "California has to deal with this.

San Diego is the 2nd largest school district in California, Containing 175 schools. Parallelling the state as a whole, students of color make up 63% of the student population.

Making the news in San Jose!: Leonie Dacuycuy, a junior at Independence High School, speaks with a reporter from the WB television station.

Leonie says that she got involved because "I realized that this is a longterm goal. Speaking out and organizing will actually have an effect on my little sister and cousins."

Students in Long Beach celebrate after a successful press conference!: Long Beach is the 3rd largest school district in California and was reported by the 2000 U.S. Census to be the most diverse city in the country.



Charlotte Flournoy

Senior at Millikan High School, Long Beach

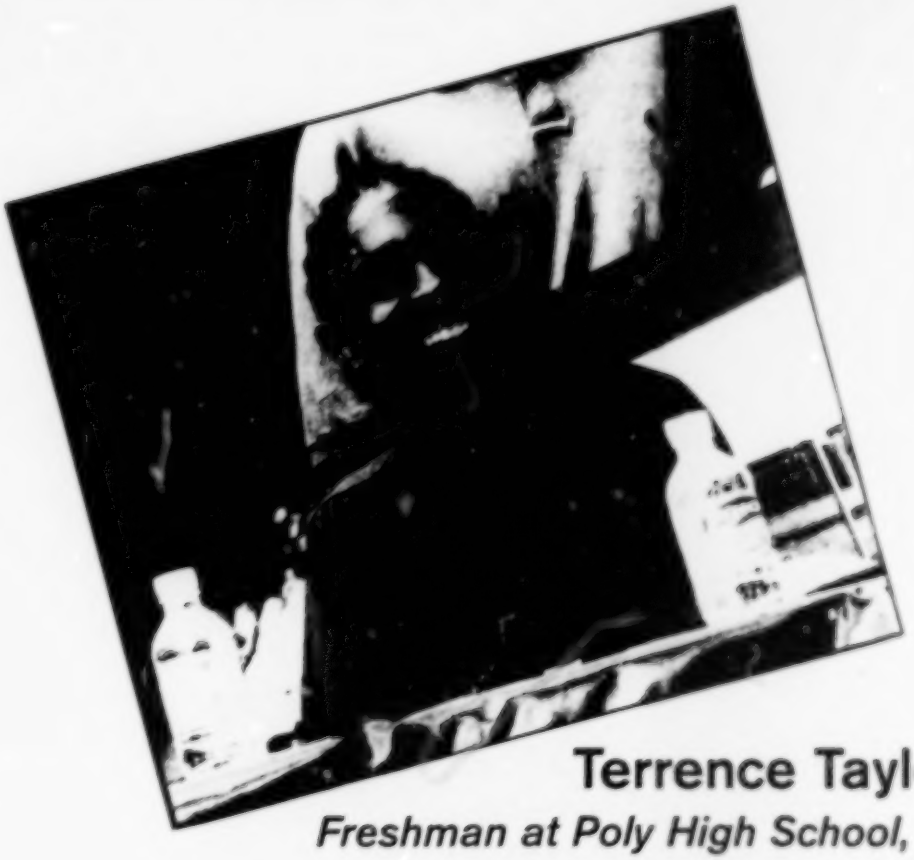
Charlotte joined CFJ a year and a half ago during the campaign against propositions 21 and 22 (the youth crime and anti-gay marriage initiatives).

Charlotte is currently enrolled in a course for students who are interested in being educators. **After the May 17th press conference, Charlotte went back to school. The guest speaker in one of her classes that day happened to be the Superintendent of the Long Beach Unified School District.**

During his talk, he brought up the trials and tribulations of being a school superintendent. He said that Wednesday had been one of his worst days – in part because of a pesky organization named Californians for Justice. He went on to criticize CFJ and our work.

Charlotte's hand shot up. When he called on her she said, "Hi, my name is Charlotte and I'm with Californians for Justice. I was one of the spokespeople at the press conference this morning." She proceeded to tell him her reasons for getting involved.

After a little bit of backpedalling, he assured her that the district was eager to work with students who care about improving their schools.

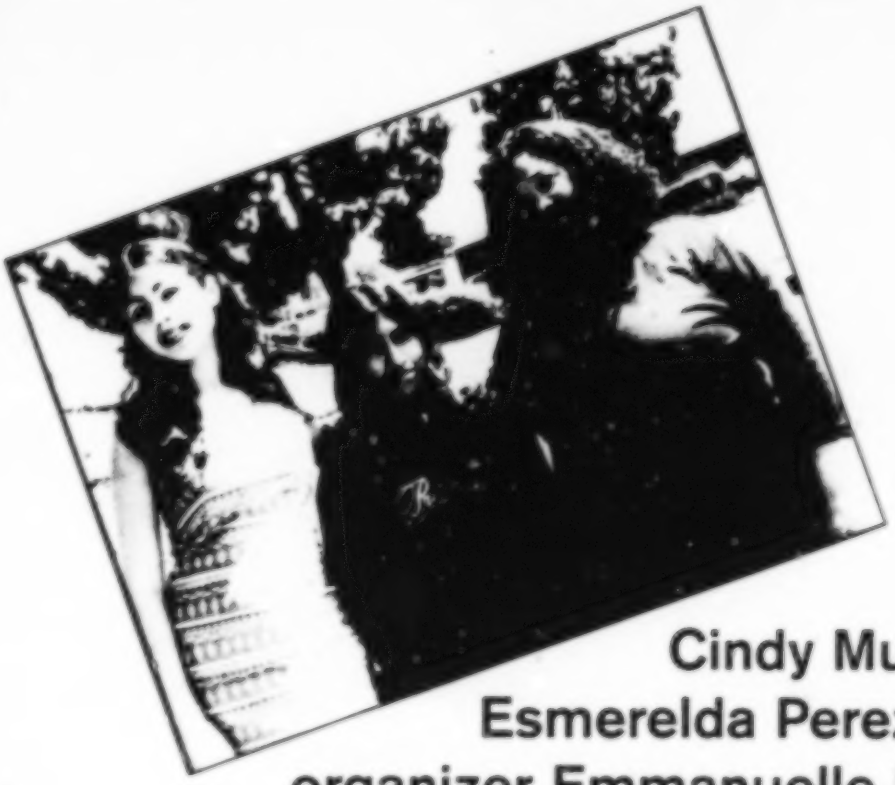


Terrence Taylor

Freshman at Poly High School, Long Beach

"I got involved personally to give myself a voice. Since we as students can't vote, CFJ gives us a chance and a way to have our voices heard. **We are experts of the school system because we are in our learning environment every day. Because we live in our communities.** We as students should be involved in the process of working for change. Since getting involved with Californians for Justice I have gained a powerful insight into what's wrong with the public schools in our state. I have also had an opportunity to know what other students feel about their education. Another benefit for me has been to develop public speaking skills and other leadership roles."

Two days before the press conference, Terrence was called into his counselor's office and told not to participate. The school district dug into the records of some of the student spokespeople in an attempt to discredit them in the media.



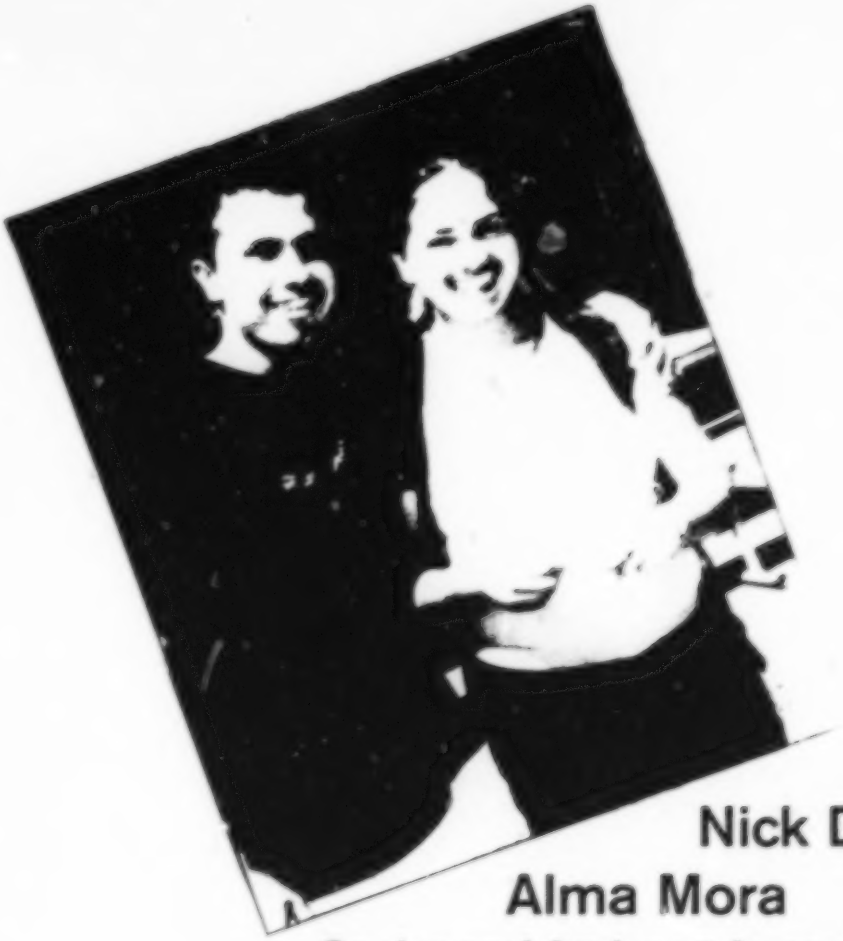
Cindy Muñoz and Esmerelda Perez with organizer Emmanuelle Regis

Freshmen at Crawford High School, San Diego

Esmerelda experienced her Geometry teacher kicking Chicano students out of her class both literally and academically. **Her teacher frequently made Chicano students stand outside the classroom as a form of punishment.** When Chicano students asked questions she would either not answer or make students feel like they couldn't do the work.

Her teacher used a homophobic slur toward an openly gay student, used foul language in the classroom, and yelled at students to the point that Esmerelda broke down and cried one day in class.

As shocking as her teacher's behavior was, even more shocking was that counselors and the school administration did nothing. When her mother talked to a counselor to address her daughter's mistreatment, she was told to "let her wait out the year because the teacher is leaving soon."



Nick Delte and Alma Mora

Senior and Junior at James Lick High School, San Jose

"I think they lower you down – they make you think you're not as smart as you are, and so you fall behind," says Alma, speaking about the ways that academic tracking affects students who are still learning English. "I had to enter basic math in 8th grade. **I was supposed to be in pre-Algebra then, but I had to go to basic because there was no pre-Algebra class taught for bilingual students**. So I got a year behind in math, and I'm still behind."

Alma's family came to the U.S. from Mexico when she was in 5th grade; they lived in Los Angeles for two years and she came to San Jose in 7th grade.

Less than 1 in 6 Latinos in her district graduate having completed the A-F requirements they need to simply apply to college.

Press Clippings

from the May 17th release of the racial justice report card and the report "Still Separate, Still Unequal"

Los Angeles Times, May 18
Los Angeles Times editorial, May 20
San Diego Union Tribune, May 18
Long Beach Press Telegram, May 18
Alianza, May 18
TV and Radio summary, May 17- May 18

Los Angeles Times
May 18, 2001

Study of Schools Cites Inequities for Minorities

Education: Racial disparities deny equal learning opportunities, report says, echoing ACLU lawsuit.

By RICHARD MAROSI and DOUG SMITH
TIMES STAFF WRITERS

Some of California's largest school districts are plagued by persistent racial inequities that hurt minority youths' chances of going to college and force many students to attend substandard facilities, according to a recently released study by Californians for Justice.

The four-month study of school districts in Long Beach, San Diego and San Jose recommends that schools develop college eligibility awareness plans, install community-based oversight boards and review policies to eliminate racial disparities in the application of discipline.

The study, conducted by 50 student researchers, was funded by Californians for Justice, a grassroots nonprofit organization that seeks more parental and student involvement in school issues.

The study echoes many of the allegations made in a lawsuit filed last year against the state by the American Civil Liberties Union. That legal action accuses the state of denying tens of thousands of minority students equal educational opportunities.

The ACLU's legal director in Southern California, Mark Rosenbaum, said the study's findings were not surprising. He said some of it would be used as evidence in the lawsuit, which addresses a problem that he said dwarfs the current power crisis.

"The state and its lawyers cannot cover up these conditions," Rosenbaum said. "There are hundreds of thousands of schoolchildren that can testify to these conditions."

A news conference announcing the study results was staged in front of the headquarters of the Long Beach Unified School District. District officials, however, termed the study flawed. They said that the district has made great strides in improving conditions for minority students and that it ranks among the leaders for preparing youngsters for college.

"I would argue strongly [that] if anyone wants to come into this district and examine the data, we can make the case that substantial progress is being made," said Carl Cohn, the district's superintendent of schools.

The study surveyed students in the Long Beach Unified, San Diego Unified and San Jose's East Side Union High School districts. Among its major findings:

- Latino and African American students are being left out of the classes needed to meet the most basic college eligibility requirements.
- African American and Latino youths are routinely left out of gifted and advanced classes.
- School disciplinary actions have an unequal impact on African American and Latino students.

High school student Rommel Mirasol, one of the student researchers who worked on the study, said his experience is typical of many minority youths. A senior at Long Beach's Cabrillo High School, Mirasol said he wanted to attend Pepperdine University but wasn't told until his junior year of the necessary course work.

Unable to attend Pepperdine, Mirasol said he had been accepted at Cal State Long Beach. He said that many of his friends, however, weren't going to college. "The counselors really just focused on telling us what the requirements were for graduating high school," Mirasol said.

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COMMENTARY AND ANALYSIS
OPINION
SUNDAY
Los Angeles Times
NATIONAL EDITION
MAY 20, 2001

Affirmative Lifelines

Affirmative action in UC admissions is dead. When voters passed the statewide ballot initiative Proposition 209 in 1996, they effectively prohibited state universities and colleges from considering race, ethnicity or gender in deciding which students to admit. So while the regents' repeal on Wednesday of their previous ban on racial preferences drew cheers from the 120 students who had gathered, it will have little real impact.

With that symbolic act behind them, the regents should get back to the work of assuring that the UC system is not only the best but also the most open and accessible public university system in the world.

The more difficult work, however, now falls to others in the state. In the shortest possible time Californians need to guarantee that all the state's parents understand the importance of education and that the state's public schools offer such solid instruction that even the most selective UC campuses will have no choice but to select a student population that will naturally reflect the state's diversity.

We owe a top-notch education not only to today's kindergartners but to sixth-graders and even 10th-graders, all of whom deserve a real shot at UCLA and UC Berkeley.

So far, many remain out of luck. A study released Thursday by the nonprofit group Californians for Justice found that Latino and African American students in particular are routinely unable to get classes that would allow them to meet the most basic college eligibility requirements. Gifted and advanced programs simply aren't there.

For black and Latino enrollment to improve will require a commitment, as President Bush would put it (borrowing a Children's Defense Fund line), "to leave no child behind."

Already, Californians are scrambling to throw the state's children educational lifelines. Professors at UC Santa Barbara, for example, have launched an ambitious program to boost minority enrollment in four-year colleges by teaching families that may not value education about college options and assigning university students to mentor elementary students.

"We feel there is a really urgent situation out there and we want to do something about it," UC Santa Barbara sociology professor Denise Segura told Times staff writer Jenifer Ragland. "Latinos represent a majority of schoolchildren in California, yet only 4% are eligible to attend UC campuses. That is just not acceptable."

> **Some of California's largest school districts are plagued by persistent inequities that hurt minority students' chances of going to college.**

No, it's not. And more and more people are becoming impatient with the bureaucracies that should be accelerating change. Even in the foundering Los Angeles Unified School District, energetic individuals are pushing through encouraging new programs. At the Accelerated School, a public charter school in South-Central L.A., test scores jumped 35% in reading and 28% in math last year. Students, on average, scored above the 50th percentile in reading and math, although nearly all qualify for the free lunch program. Scores have nearly doubled since 1997 at the school, recently named Time magazine's elementary school of the year.

Will all of Accelerated's students get into UCLA or UC Berkeley? No. But at least they will have a fair shot.

Can any Californian not feel a measure of shame that this state's wealthy and middle-class children are able to outperform the state's poorer children in large part because the public school system doesn't offer equal education to all? With affirmative action gone, lawmakers, educators and citizens have to work harder and faster to fix the problem of inequality at the front end.

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PRESS CLIPS B

The San Diego
Union-Tribune.

May 18, 2001

Crawford High freshmen Cindy Munoz (left) and Esmeralda Perez scanned their school's racial-justice report card. *Earnie Grafton / Union-Tribune*

S.D. education found 'still unequal'

Students participate in racial-justice study

By Maureen Magee
STAFF WRITER

When Crawford High School freshman Cindy Munoz began researching racial equality in San Diego schools, she recalled her own experience in the city school system.

"We don't have enough minority teachers. A lot of us don't graduate or go to college," said Munoz, who is among dozens of students who helped put together a report issued yesterday that addresses racial inequalities in California schools nearly 50 years after Brown vs. Board of Education.

"Things have to change," Munoz said. "I think California has to deal with this."

A nonprofit advocacy group, Californians for Justice, worked with high school students to evaluate racial equity in San Diego, Long Beach and San Jose school districts. The report, "Still Separate, Still Unequal," finds disparities in public education have persisted since the landmark 1954 ruling outlawed public school segregation.

The study offers a collection of familiar statistics describing a persistent academic achievement gap between some minority students and their white classmates.

"This is not to say that these districts are failing completely. In fact, there are plenty of students getting a quality education," said Mike Chavez, spokesman for the group. "But the report points out that students of color are not getting the same education as white students."

Among the findings:

- African-American and Latino students are underrepresented in college-preparatory classes and advanced courses.
- African-Americans are disciplined at a rate disproportionate to their population.
- Minority students in San Diego Unified School District are unlikely to have a teacher of their own racial background. Although about 75 percent of teachers are white, roughly one-third

SEE **Education, B3**

Californians for Justice Education Fund

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PRESS CLIPS C

The San Diego
Union-Tribune.
May 18, 2001

➤ **EDUCATION**

CONTINUED FROM PAGE B1

Experience of teachers studied in second report

of students are white.

Like the school districts in Long Beach and San Jose, San Diego Unified School District received failing marks on a racial justice report card.

San Diego school board trustee Edward Lopez said the report delivers sobering news. But he said the same daunting statistics outlined in yesterday's study are what drive the district's own reforms.

"This is exactly what we are trying to address," Lopez said. "This is why we are giving students extended instructional time. This is why we are giving teachers more staff development."

Lopez also pointed to the district's recent $1.5 billion bond measure that is paying for new schools and huge renovations.

Among the recommendations to come from the report:

- Develop a college-eligibility awareness plan to help students understand and meet admissions requirements for the California State University and University of California systems.
- Establish state and local oversight boards to monitor the condition of schools and prevent students from facing hazardous conditions.
- Monitor racial equity at schools, districts and the state.
- Encourage parents, students, teachers and community organizations to get involved in school reform.

Meanwhile, as Californians for Justice introduced its report, a similar and smaller-scale study was released yesterday by San Diego Dialogue, a public policy center at UC San Diego.

In its report, San Diego Dialogue focused on the disparity in teacher experience. Schools in San Diego County that have the lowest-achieving students also have the highest concentration of inexperienced teachers.

Research has long shown a strong link between teacher experience and student achievement. Yet in San Diego County, students in high poverty schools are 2½ times more likely to have a new teacher than their peers who attend schools in more affluent neighborhoods, according to the report.

The problem of experienced teachers fleeing needy schools exists throughout San Diego County. But it is more severe in San Diego Unified, the study shows.

For example, in the 1999-2000 school year, four out of every five schools that had a staff with more than 35 percent new teachers were in the city district.

It is a trend that hurts students as well as overall reform efforts, according to the study. "Schools are being held accountable for low student achievement without the benefit of quality teachers to provide sound instruction," the study states.

With support from San Diego Unified, the San Diego teachers union and San Diego State University, a series of community meetings this summer will focus on how to attract and keep experienced teachers at the neediest campuses.

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Long Beach
Press-Telegram
May 18, 2001

Racial report card: F

Cabrillo High School senior Rommel Mirasol, front, and Poly freshman Rhea Martin attend a news conference Thursday at which some California schools, including those in Long Beach, were criticized for inadequate treatment of minority students.
Suzanne Mapes / For the Press-Telegram

Education: Group says LBUSD, others fail in preparing students of color for college.

By Mary Hancock Hinds
Staff writer

LONG BEACH — Using information compiled by high school students and adults, a public education advocacy group Thursday gave the Long Beach Unified School District and two other districts each an "F" for their treatment of students of color.

But this came as a surprise to Long Beach district officials, who cited numerous programs and types of assistance offered to minority students, along with the numbers of LBUSD minority students who graduate and qualify for college admissions.

The report was done by Californians For Justice, an organization of students and adults that focuses on equal access to quality public education.

Mike Chavez, CFJ communications director, acknowledged that CFJ had not brought these concerns to the LBUSD before holding a news conference in front of the district headquarters at 1515 Hughes Way. By going public first, the group hoped to get parents interested in the issues, he said.

Over the past four months, 15 to 20 local high school students interviewed more than 300 classmates. They worked with CFJ staff to analyze the data from the LBUSD, San Diego and San Jose through a computerized survey program called the Racial Justice Report Card. They measured a range of information, from dropout rates to culturally appropriate curriculum.

In their report, CFJ cited the districts for a lack of college preparation information for minorities, among other issues.

"We are not trying to single out the Long Beach district. We are seeing these disparities statewide," Chavez said. The report card is the first step in identifying these problems statewide, he added.

The LBUSD, which annually holds the largest College Information Night in the nation, offers many opportunities for all students to learn about college requirements, said Dick Van Der Laan, district spokesman.

As early as seventh grade, all students receive a college admission guide that is printed in English, Spanish and Khmer. In addition, the district has nine programs to inform students about college preparation.

The latest school district data show that its students, regardless of race or ethnicity, satisfy the state colleges and universities' entrance requirements at a higher rate than those statewide, Van Der Laan said.

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PRESS CLIPS I

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ALIANZA
Metropolitan News
SIRVIENDO AL NORTE DE CALIFORNIA
May 18, 2001

EL CONTROVERSIAL REPORTE

«Siguen separados y desiguales» ocasiona polémicas

Kathy Rion, de CFJ: «La falta de información de los estudiantes limita su educación.

Superintendente Joe Coto: «No es cierto lo que dice el reporte. Nuestros niños si conocen y toman los cursos necesarios para completar su pase a la universidad».

Por: Rossana Sifuentes
Alianza M. News

El reciente reporte titulado «Siguen separados y Desiguales», emitido por la organización Californianos Por la Justicia -CFJ- revela que existe un alarmante número de estudiantes de secundaria, en su mayoría latinos y afroamericanos, que no conocen los requisitos necesarios para lograr su ingreso a las universidades del Estado.

En el informe se destaca que fueron entrevistados 1,000 estudiantes pertenecientes a los Distritos Unificado de las Escuelas Secundarias del Este de San José, Distrito Escolar Unificado de San Diego y el Distrito Unificado de Long Beach. Según CFJ, los estudiantes de color no estan bien representados en el grupo de los graduados de las escuelas secundarias porque no completaron el currículo académico del A-F, considerada como las clases básicas para aplicar y ser elegible al sistema universitario californiano.

El procesamiento de los datos fue evaluado mediante el uso de una tarjeta de reporte de Justicia Social del Centro de Aplicación e Investigación. En el análisis por categorías, CFJ informa que existe disparidad en el acceso de recursos e información dentro del Distrito Escolar Unificado de las Escuelas Secundarias del Este de San José.

Las calculaciones del reporte, presentan un cuadro estadístico de las proporciones de los diferentes grupos étnicos de la población estudiantil del Distrito en mención, y el porcentaje de los graduados que conocen los requerimientos A-F.

Vea Contacto Comunitario.. *pág. 3*

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ALIANZA
Metropolitan News
May 18, 2001

En la foto, los estudiantes Leonie Dacuycuy y Nick Delie.

■ DE LA PAGINA 1

Según CFJ, los afroamericanos conforman el 5% de los estudiantes y el 4% de ellos conocen las clases A-F. Los asiáticos son el 38 % de la población estudiantil y el 54 % de ellos reúnen los requisitos A-F. Por su parte, los anglos son el 17 % de los graduados y el 24 % de ellos, saben del A-F. Los latinos representan el 40 % del total de los estudiantes, pero solo el 18 % de ellos, terminaron los requerimientos para aplicar a las universidades.

«Opino que es muy grave que los estudiantes minoritarios no reciban una buena calidad de educación. Los Distritos escolares y el Estado deben corregir esta desigualdad en el acceso de oportunidades y la falta de preparación, solo así mejorará el nivel académico y la admisión a las universidades», dijo Kathy Rion, organizadora de CFJ en San José.

Agregando que: «La falta de información sobre cómo aplicar y ser elegibles para ingresar al sistema universitario de California, limita la educación de los jóvenes que cursan el último año escolar».

Rion explico que los requisitos A-F son las clases que se necesitan para ser aceptados en la universidad. Cada letra significa el equivalente de una materia académica. «A» significa llevar un año de historia y ciencias sociales; «B» comprende 4 años de inglés; «C» 3 años de matemáticas; «D» son 2 años de ciencias y laboratorio; «E» son 2 años de instrucción en un idioma extranjero; «F» son las artes visuales.

El estudio de CFJ se realizó en las escuelas donde los estudiantes de color son mayoría. Según el informe, identificaron pobre infraestructura en los planteles, escasos recursos de materiales didácticos y los servicios sanitarios en precarias condiciones.

Por su parte, el Superintendente del Distrito Unificado de las Escuelas Secundarias del Este de San José, Joe Coto, dijo: «Tenemos cinco años con el programa de la Fundación Nacional de Ciencias, donde hemos sido seleccionados para asegurar que nuestros los niños tomen los cursos necesa. ios para completar su pase a la universidad. No es cierto lo que dice el reporte. Nuestros estudiantes que terminan la escuela califican en los requisitos de admisión para los colegios y el sistema universitario».

«Nuestra prioridad es que los niños hispanos terminen los requisitos académicos y sean aceptados en la universidad. A nivel nacional, el 78 % de los niños que cursaron la escuela primaria en este país, se gradúan de las escuelas secundarias, y el 33 por ciento de ellos, son aceptados en las universidades del Estado. Ahora, todos los Distritos escolares tenemos más dificultades con los niños inmigrantes, aquellos que todavía no hablan inglés, casi un 36 % de ellos no se gradúan. Nosotros estamos trabajando diariamente con mayor intensidad en la enseñanza que recibe el niño, es una labor conjunta con los padres de familia y los maestros».

El Distrito de las Escuelas Secundarias del Este de San José tiene aproximadamente 25,000

Californians for Justice Education Fund

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ALIANZA
Metropolitan News
May 18, 2001

alumnos. El Superintendente dijo que en el presente año, tienen 5,000 estudiantes del doceavo grado, el 88 % de ellos, se graduaran en Junio. Un 6% de jovencitos estan enrolados en el ejército. Para aquellos que no logren completar sus requisitos tendrán otra oportunidad en agosto, después de recibir las clases de verano, donde se graduaran 500 niños.

Finalizando, el reporte recomienda que el Estado y los Distritos escolares deben trabajar mancomunadamente para asegurar que cada uno de los estudiantes entiendan que clases son necesarias para satisfacer los requisitos A-F. Asimismo, dicen que los centros educativos deben estar en buenas condiciones sanitarias y además, sugieren una nueva revisión en la aplicación del reglamento disciplinario.

A continuación la opinión de una madre de familia y algunos estudiantes del doceavo grado de las escuelas que pertenecen Distrito Escolar Unificado del Este de San José.

Juan Elias, de James Lick: "Aquí en esta escuela, los alumnos podemos conversar fácilmente con los maestros y el director. Los profesores te ayudan enseñándote, pero hay que estudiar y portarse bien. Yo me siento bien preparado en mi último año. Si me han informado acerca de los requisitos y voy a seguir mi carrera de arquitectura en la universidad de San José.

Nick Delre, estudiante del último año de James Lick, del Este de San José. Manifiesta que uno de los problemas que confrontan los estudiantes minoritarios es la falta de información necesaria para aplicar a los Colegios y universidades. Delre dice que no sabe nada de los requerimientos de A-F.

Heidy Alvarado, alumna de James Lick, sus grados escolares son excelentes A,B. Ella es una de las miles de inmigrantes que aprendió el inglés y venció la barrera del idioma. Este año se gradúa y ya fue aceptada en la universidad Estatal de San José, donde estudiará ingeniería electrónica. "Me encanta este país, en mi escuela me enseñan bien pero todo depende del alumno. La verdad es que a mí si me explicaron de los requisitos A-F, son los cursos que debes aplicarte y terminarlos para que puedad ir a la universidad", comentó Alvarado.

Sergio Buenrostro, de la escuela Mt. Pleasant: "Estoy bien preparado, el Distrito nos ayuda mucho, por eso tengo la oportunidad de estar en el programa AVID. Aquí nos traen tutores y estoy mejorando mis calificaciones. Seré ingeniero civil. Los maestros nos ayudan mucho, pero cada uno de nosotros tiene que poner de su parte. Ya me aceptaron mi aplicación y estudiaré ingeniería civil en la universidad de San José".

Leonie Dacuycuy, de la escuela Independence: "Cuando los estudiantes de color miran más cucarachas, que lo que miran a un consejero, entonces, estamos recibiendo una educación desigual".

Ana Luisa Cardosa, madre de familia:"Los maestros y la Administración del Distrito hacen lo posible para ayudar a los muchachos, pero a veces ellos no se dejan ayudar. Hay programas, recursos, entonces qué les falta?. Sólo tienen que estudiar. Quienes rompen las ventanas, ensucian los baños y rayan las paredes?. Pues son los mismos alumnos. Yo diría que más reportes, se necesita una buena concientización de los padres de familia para que tengan una mayor comunicación con sus hijos, colaboren y apoyen en los asuntos de la escuela".

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TV & Radio Coverage of the Racial Justice Report Card

WB Prime Time News •
San Jose KNTV Channel 11 • May 17, 2001

Study reveals educational inequalities

A group called Californians for Justice says minority students throughout the state are not given access to college prep classes and information.

The group released findings of a study compiled from school district data and interviews with students in three of California's largest school districts, including San Jose's East Side Union High School District.

About 30 high school students conducted the study for Californians for Justice and compiled a report called "Still Separate, Still Unequal: A Look at Racial Inequality in California Schools 47 Years after Brown vs. Board of Education."

The findings show that Latino and African American students are being left out of the classes needed to meet the most basic college eligibility requirements.

"They're not even aware these classes exist," said Elizabeth Gonzalez, a 1998 graduate of San Jose's Overfelt High School, who began working with CFJ while still in high school.

James Lick High School senior Nick Delte agreed, citing his own personal experience.

"I'm one of those students," he said. "I don't know the A-F requirements, which are the set of classes you need to pass in order to get into a UC or CSU."

He said he only remembers being told about the school's graduation requirements.

"I wish a counselor had come into my freshman class and talked to us about the A-F requirements and kept with us constantly for all our four years of high school," he said. "High schools should provide a road to college, but too many students are not being given a map for that road."

Independence High School junior Leonie Dacuycuy says to change this, students and parents need to get involved in having the state implement changes in policy.

"Plans should be developed and implemented at the state, district and school levels annually," she said. "We welcome the involvement of parents and students to advocate for a quality education for people of color, including myself."

Dacuycuy said she learned a lot through her part in the study, conducting interviews with other minority students, and knows she can make changes.

"Now we're working together to hold the state and our school district accountable for changing these inequalities," she said.

An essential part of that, the organization says, is the release of the racially desegregated data from all California schools, which would allow a clear analysis of a school's success or failure in this area.

Gonzalez said 47 years ago today, the Supreme Court ruled, in the Brown vs. Board of Education case, that the "harsh disparities of a separate and unequal educational system" were unconstitutional.

"It's unconstitutional, but students of color are still not getting the same education as white students," she said.

Gonzalez added that statistics show minority students were unaware of certain requirements and were not offered some of the classes they were aware of, such as gifted and advanced placement classes.

The study found that minority students were not getting the same treatment in other areas as well, the organization said. Data further showed that in schools where people of color make up the majority, students face unhealthy and hazardous school conditions, like rat and cockroach infestations, as well as a lack of resources and school supplies.

Californians for Justice recommend the following:

* Develop a college eligibility awareness plan that will ensure every student understands what classes are needed to meet the A-F requirements and ensure all students that wish to take those classes

(continued on next page)

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have access.

* Develop community-run oversight boards at the state and local levels which will be responsible for ensuring that no student has to face hazardous or unhealthy school conditions and that the schools have enough educational material to meet student needs.
* Review and evaluate school discipline policies and practices to eliminate racial disparities in the application of discipline.
* Develop racial equity plans at the state, district and school levels to be evaluated annually to resolve the problem.
* Allow parents and students throughout the state to come together with education advocates, policy makers, community organizations, teachers and administrators to develop and maintain a healthy, productive and equitable school environment.

KQED (NPR San Francisco) • May 18
Still Unequal

News from 88.5FM KQED Public Broadcasting for Northern California

People of color and the poor still get substandard educations, 47 years after the Supreme Court's landmark Brown v. Board of Education ruling. A group of high school students has studied the problem and released a report highly critical of the state of San Jose Schools. Caitlyn Kim reports.

ALL NEWS 740 AM

KCBS San Francisco • May 17
Group Says All Races Not Getting Equal Education in California

(KCBS) – A new study from the Californians for Justice Education Fund finds that there are glaring racial inequities in the state's public schools.

Jim Taylor in the KCBS Santa Clara County Bureau said the report was released today in San Jose's Eastside Union High School District.

Cathy Rion with the Californians for Justice Education Fund said students of color are not getting an education of equal quality to their white counterparts. "We are releasing a report about racial inequities in California's public schools," she said, "in particular noting that very, very few – alarmingly few – students are meeting the A through F requirements here in the East Side Union High School District."

One high school junior said she agrees with the study. "A through F requirements, I personally didn't even have access to it. So, I went to my counselor and asked her about it. It's one of the things you need to be able to graduate high school and to go to a decent college."

The group wants school districts statewide do more to address problems of racial inequity.

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ABC 7 Eyewitness News • Los Angeles May 18

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THE SAN DIEGO CHANNEL

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Still Separate

Still Unequal

A Look at Racial Inequality in California Schools
47 Years After Brown v. Board of Education

May 17, 2001

Californians for Justice

Californians for Justice
Education Fund

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Executive Summary

On May 17, 1954 the Supreme Court of the United States ruled in Brown v. Board of Education that the harsh disparities of a "separate and unequal" educational system were unconstitutional. Nearly half a century later, research by students in three California school districts shows that alarming disparities in our educational system persist today. Students of color in California are not receiving the same quality of education as their white peers.

The research in this report shows that African American and Latino students are being shut out of the basic classes needed to be eligible to even *apply* to college. Furthermore, interviews with students reveal that they face rats, roaches, deteriorating buildings, and a lack of basic resources in their battle to get a decent education.

Californians for Justice (CFJ) worked together with high school students in three urban regions of the state to evaluate three school districts on a number of criteria relating to racial equity. In all three districts—Long Beach Unified, San Diego Unified, and East Side Union High School District in San Jose—the research unearthed severe racial inequalities in major academic indicators:

- In alarming numbers, Latino and African American students are being left out of the classes needed to meet the most basic college eligibility requirements.
- In the schools studied, where people of color make up the majority of the population, students face unhealthy and hazardous school conditions and a lack of educational resources.
- African American and Latino students are routinely left out of gifted and advanced classes.
- School disciplinary actions have an unequal impact on African American and Latino students.
- The racial makeup of the teaching staff is proportionally opposite that of their representation in the student body. Black, Asian, and Latino teachers make up a much smaller percentage of the teaching staff than do their respective racial groups in the student body.

These findings gain added importance in light of the recently-released results from the 2000 Census. The three school districts studied—which include the second and third largest in the state—provide a strong representation of the future population of the state. The racial makeup of the students in the three districts is very similar to the under-18 pop-

ulation of the state, which is two-thirds people of color. The results of this study in three districts across the state indicate a statewide trend that is of concern to us all.

Where the subject is racial justice, these three school districts earn a failing grade. This is due to glaring disparities in the statistical indicators of racial justice in the schools. Yet, it should be clear that the report is not an indictment of the school districts as a whole. Rather, the findings of the report indicate that *some* students are doing well, while others are being failed. These findings cry out for further research to determine the causes of these inequalities and to address the needs of all students in our schools.

The fact that the inequalities illustrated in this report exist across the state indicates the need for state institutions to take a lead in ensuring that *every* student receives a quality education. While the districts can, and should, implement concrete changes to improve the quality of education for students of color, they are often limited by greater needs and fewer resources. Districts should join together with students, parents, and teachers to demand that the needs of their students be met so that they can provide a quality education for each and every child.

Much of the data for this report was provided by the school districts themselves. Federal regulations require most of this demographic reporting and it is essential in communities' ability to evaluate their schools. It is of great concern that there is an emerging trend among conservatives to try to eliminate this useful data. These efforts would have the state bury its head in the sand and ignore obvious racial inequalities and discrimination rather than address them head-on.

A key recommendation of this report, then, is for schools to keep and annually publish key statistics broken down by age, sex, and race—to issue, in effect, an annual Racial Equity Report for our schools.

Introduction and Key Findings

Almost half a century after the landmark Brown v. Board of Education of Topeka Kansas decision, California schools are *still separate* and *still unequal*. The historic Supreme Court decision of 1954 called for desegregation of the nation's schools in order to address the harsh inequalities in the educational system. Californians for Justice (CFJ) undertook a study of three school districts in three of the largest metropolitan regions in California and discovered that surprisingly large racial inequalities in our educational system continue to exist today.

In all three districts studied, CFJ discovered that African American and Latino students are being left out of preparation for the most basic eligibility requirements necessary to apply to college. The research also discovered that students in these schools face a number of unhealthy or hazardous conditions and a lack of educational materials. In fact, the research revealed that, according to numerous criteria, students of color are either receiving an unequal education within their school or are attending schools with generally inferior conditions.

Unfortunately, the results of our study are not an anomaly. The findings of this report are echoed in other studies using the Racial Justice Report Card in the Los Angeles Unified School District and the San Francisco Unified School District, both completed in 2000. Data from these other studies only strengthen our belief that the information in this report points towards statewide trends. These problems should be of concern to all.

With the current conservative Supreme Court drastically rolling back the civil rights gains of the past four decades, effectively closing the legal system as an avenue for addressing institutional racism, Californians for Justice decided it was necessary that students take matters into their own hands and evaluate the quality of their schools in order to determine what improvements are needed. This report is the first step in that process. The research has uncovered alarming educational inequalities and, at times, has also highlighted the need for more research or better evaluation from the schools themselves.

Key findings

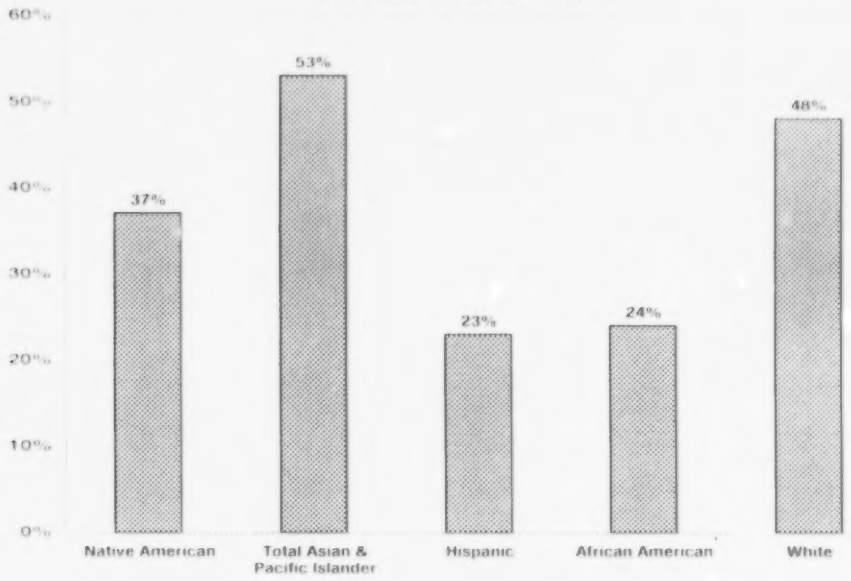
The research done in San Diego, Long Beach, and San Jose provided numerous important findings that point to statewide trends and issues.

In alarming numbers, Latino and African American students are being left out of the classes needed to meet the most basic college eligibility requirements

In all three school districts studied, Latino and African American students are severely underrepresented in the pool of graduating students that have completed the "A-F requirements[1]"—the basic classes needed to be eligible to *apply* to a Cal State or UC. For example, in the San Diego Unified School District, Latino students make up 39% of the student population, yet are only 14% of the students who graduate having completed the A-F requirements. African Americans fare little better: while making up 16% of the student population, they are only half as likely (8%) to be among the graduates with A-F classes completed.

While the above statistics are comparative—looking at the number of students meeting

Figure 1
Percentage of graduates in each racial group that meet A-F Requirements in all three districts combined



college eligibility as compared to their number in the student population—the absolute numbers are no better (please see chart). Only half of white and Asian/Pacific Islander graduates meet these requirements. Among Latino and African American students who

1. Starting with the class of 2003 these requirements will be revised slightly and called "A-G."

graduate, only one in four have completed the A-F requirements. Overall, schools need to do a better job of ensuring that all students understand the A-F requirements and have access to the necessary classes.

The school districts studied in Long Beach and San Jose show similarly poor results (please see the respective sections later in this report for exact data). The data is even more alarming given that they only reflect the number of *graduating* students who are eligible to apply to CSU or UC. The numbers do not take into account the larger number of students of color who are not able to graduate from high school.

Students face unhealthy and hazardous school conditions and a lack of educational resources.

Students in the three districts studied identified numerous instances of poor school conditions that they face every day in attempting to gain an education. In hundreds of interviews in the three school districts, students identified a laundry list of unhealthy and hazardous school conditions:

- a lack of clean and functioning bathrooms
- infestations of cockroaches and termites
- rats and mice in classrooms, locker rooms, and cafeteria areas
- problems with heating and cooling systems
- broken floor tiles
- ceiling tiles falling on the heads of students

A section of missing ceiling in hallway at Polytechnic High School in Long Beach.

Students also noted the lack of basic educational supplies in their schools. One of the students interviewed from Eastside Union High School District in San Jose stated, "I guess it depends on if the school is rich or not. Because our school isn't all that great. Some of my teachers don't have a stapler, hole puncher, or even tape." A Long Beach student summed up the difference in educational resources more succinctly: "Compton—less supplies. Beverly Hills—more supplies." Another student, responding to a question about institutional support for teachers, commented:

> "Some teachers don't even have staples, pencil sharpeners, tissues, or even books. These things should be paid for by the school district. I think that other schools may get more money because the district feels that it is worth it, that it will pay off and the students will graduate. But, they don't see the need for doing that here."

African American and Latino students are left out of gifted programs and advanced classes.

In addition to the lack of access to basic college preparatory classes, African American and Latino students are largely missing from gifted programs and other advanced classes. In the Long Beach Unified School District Latino students make up 45% of the student population, yet they are only 24% of those students in gifted or AP classes. African American students are similarly underrepresented; they make up 20% of the student population overall but only 10% of the students in gifted or AP classes. Meanwhile, white students are 18% of the student population and 38% of students in gifted/advanced classes. The unequal distribution of students in these classes highlights the need for an examination of school "tracking" programs that are used to select or restrict students from certain advanced classes.

Suspension and Expulsion rates point to an unequal administration of discipline within the schools.

African American and Latino students are suspended and expelled from school at rates disproportionate to their percentage of the student population. In Long Beach alone, African American students, who make up only 20% of the student population, are almost half (46%) of the students suspended or expelled. In the Eastside Union High School

District in San Jose, Latinos make up 40% of the student population, yet they are 51% of the students suspended or expelled.

These racial disparities call into question the fair application of student discipline. The statistics point to the need for schools to evaluate their discipline policies and to explore more productive discipline measures for all students.

Due to the above policies, students of color are more likely to dropout and less likely to graduate than their white counterparts.

In all three districts studied, African American and Latino students form much *larger* percentages of dropouts and much *lower* percentages of graduates than their percentage of the student body as a whole. These disproportionate numbers are a reflection of the poor conditions, lack of resources, and unmet needs faced by students of color in these schools.

Teacher diversity badly lacking in all three districts.

Throughout the school districts students of color have little chance of seeing someone of their own racial background at the head of the classroom. While white students only form 23%, on the average, of the districts' student populations, the teaching staff is 70% white. In comparison with the student population, Latino, Asian, and African American teachers are all underrepresented. All students lose out when they are denied the opportunity to learn from a diverse teaching staff. Furthermore, not one of the school districts provide teachers with mandatory anti-racist / multicultural training.

Access to information is critical to effective evaluation of the performance of the educational system.

There is one area in particular where schools should be commended. Overall, schools performed well in providing information about their programs. The districts studied met reporting requirements required by state law and provided that information when requested. Access to this data is important in allowing for informed evaluations of a school district's performance. The findings in this report point to the need for subsequent research that would include a breakdown of different racial groups by ethnicity and national origin, as well as analysis that examines different income groups.

The State of California Education: A View from the 2000 census data

Why is the information in this report important to *all* Californians? A look at the data from the 2000 Census shows that California is one of the most diverse states in the nation—people of color make up 53% of the population. The three urban areas studied in this report—San Diego, Long Beach, and San Jose—not only reflect that diversity but provide a good representation of the future of the state. A look at the 2000 Census shows that the under-18 population of our state is two-thirds people of color.

These statistics add importance to the findings of this report. The school districts we studied serve students who represent the future of our state. It is important that the state correct educational inequities in order to successfully prepare our future adult population for an active and productive role in society.

Methodology for this report

The Racial Justice Report Card from the Applied Research Center

The basis for the analysis contained in this report is a computerized survey instrument called the Racial Justice Report Card. Created by the Applied Research Center(ARC), the Report Card is a tool that is designed to evaluate school districts on issues crucial to racial equality and to then provide the district with an overall grade.

The Report Card program records information for 10 key indicators of racial justice. These include six quantitative measures—dropout rate, graduation, college eligibility, suspensions and expulsions, access to advanced or gifted classes, and the demographics of the teaching staff—and four qualitative measures—equality of learning resources, linguistic access, culturally appropriate curriculum, and staff and teacher training in multicultural education. For each school district the program evaluates the qualitative data, performs statistical tests on the quantitative measures, and produces a Racial Justice Report Card.

CFJ also looked at some issues outside of the Report Card structure that highlighted some overall conditions of the school. By looking at such indicators as the physical condition of school facilities, the presence of health hazards, and the availability of basic educational supplies, we added to the analysis of the quality of education students are receiving.

How the Report Card determines pass or fail: the Chi Square value

The Report Card program uses the "chi-square" test to decide whether inequalities revealed in the quantitative data are statistically significant. For each category the program

compares the racial makeup of the students in that category to the racial makeup of the whole student body. If there were no bias at all in the school district, we would expect to find, for example, that the percentage of Latino *dropouts* is equal the percentage of *all students* who are Latino—and the same for each of the other racial groups.

Of course, it's extremely unlikely that these percentages will ever match up exactly. The challenge is to determine whether the difference that we see is something that is occurring *by chance* or if it is *statistically significant*. The Report Card determines this by using a statistical test called "chi-square." This test calculates a numerical range that could be considered random or by chance. If the discrepancy in a particular category exceeds that range then it is determined to be *significant* and the Report Card gives a failing grade in that category.

Who conducted this study?

Students themselves are the real experts on the conditions in their schools and are able to provide extremely current information about those conditions—both their school's strengths and the problems faced. High school students in each of our three research areas

Students conduct interviews at a Long Beach high school.

worked together with CFJ staff to collect the statistical and qualitative information for this report. The students and staff requested information from school district offices and conducted further research on websites set up by their schools and state educational system.

Wishing to complement the statistical data collection with direct experiences of students, CFJ's student members interviewed students in our three study areas. A total of almost one thousand interviews were conducted, providing concrete examples of experiences in the schools and also revealing common conditions and trends.

The importance of data from the schools

Most of the data for the Racial Justice Report Card analysis and this report as a whole was collected from school districts themselves and from publicly-available data from the state. There are number of reasons to mention this fact. The first is to commend the school districts for the accessibility of this data. It is extremely important that schools collect and provide this data which allows the local community to assess the performance of the schools in a meaningful way. We feel a particular urgency in stressing this point given the current conservative attempts to eliminate the collection of racial data such as was used in this report. Such efforts to ignore very real problems and inequalities will not make them go away. In fact, armed with good information students, parents, and community members can make positive change.

Long Beach Unified School District

Long Beach Unified School district is the third largest district in the state, and the city of Long Beach has seen enormous economic and demographic changes in the past two decades. The economic changes were matched with tremendous demographic changes, and Long Beach is now ranked by the 2000 US Census as *the most diverse city in the nation.* For the most part, whites have either moved to the wealthy rim areas or left the city. The center of the city has experienced a growth in African American population, as well as a particularly large influx of Asian and Latino immigrants. Overall, Latinos are now the largest group in the city, at 36%, while whites make up 33% of the population. African Americans are next at 15%, with Asians following at 12%.

Report Card for the District and overall assessment

According to the Racial Justice Report Card, the Long Beach Unified School District receives a failing grade. The data provided by the district and collected by Californians for

Racial Justice Report Card	
Long Beach Unified School District	
Drop out rate: Does any racial group have a significantly higher dropout rate than its proportion of the whole student body?	**FAIL**
Graduation rate: Does any racial group have significantly fewer graduates than its proportion of the whole student body?	**FAIL**
College Entrants: Does any racial group have significantly fewer graduates who enter college the next year than its proportion of the whole student body?	**FAIL**
Student Discipline: Does any racial group have a suspension or expulsion rate significantly higher than its proportion of the whole student body?	**FAIL**
Language: Do all students who need them have access to bilingual education programs?	**FAIL**
Advanced classes: Does any racial group participate in gifted or advanced classes at a rate that is significantly lower than its proportion of all students?	**FAIL**
Teaching Staff: Does any racial group have a significantly lower percentage of teachers than of students?	**FAIL**
Learning Environment: Are the classroom facilities, resources and school buildings that have mostly white students in them better than those with mostly students of color?	**FAIL**
Curriculum: Do the textbooks and curriculum materials reflect the history and experiences of our diverse society?	**FAIL**
Staff Training: Are all teachers and administrative staff provided mandatory multi-cultural/anti-racist training?	**FAIL**
*Based on its scores on these questions, **Long Beach Unified School District** earns a final **Racial Justice Grade** of*	**F**

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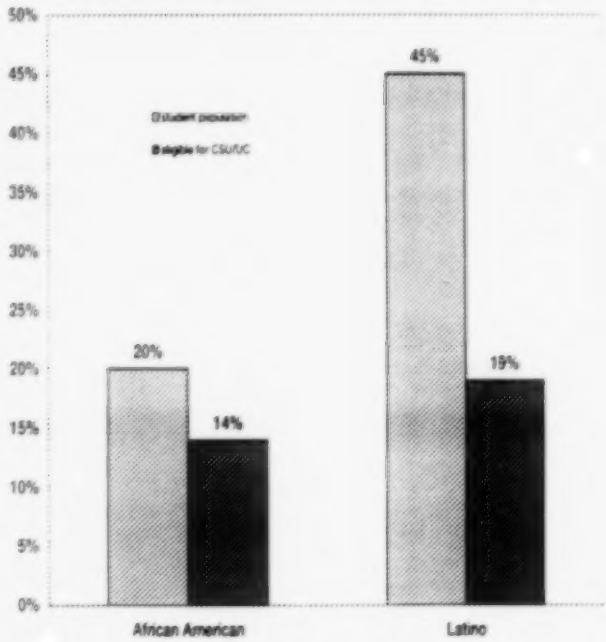
Justice show that the racial disparities in the district are *statistically significant*, and therefore they have received a failing grade in all criteria of the report card. We would, however, like to make the point that this failing grade does not mean that the district is necessarily performing badly across the board. It is clear that the schools in Long Beach are doing better in some criteria than others. Also, it should be emphasized that not all of these conditions can be solved by district action alone. Indeed, statewide changes are needed on many of these issues in order to effect large-scale change.

College Eligibility

The Long Beach school district fails the college eligibility test because Latino and African American students are severely underrepresented in the pool of students who meet the minimum eligibility requirements to apply to CSU or UC. Meanwhile white and Asian American students make up a much higher percentage of the university eligible students than their percentage of the general student body. African American students make up 20% of the student body, yet only 14% of those eligible for college. Latino students make up 45% of the student population, yet are only 19% of those eligible for college.

Figure 2
Graduates that meet A-F Requirements, compared to overall student population, Long Beach



School Conditions

Schools in the Long Beach School District have a range of physical conditions. While some schools have relatively new, well-maintained buildings and infrastructure, at other schools students are faced with a host of problems. Students who were interviewed identified problems that ranged from dirty or broken bathrooms to roaches and rodents. When asked about conditions, one student reported: "Roaches, termites, rats all over. It's gross." A high number of students said that they have

concerns about problems with the school's heating and cooling system, leaking ceilings, or deteriorating buildings.

Many students also highlighted the lack of resources in their schools, stating that teachers in their district don't have enough supplies or resources. A common statement from students was that teachers often spend their own money to buy resources:

> "Some of the teachers use their own money to buy things to help the students with their projects. For example: colored pencils, tissue, markers, pencils, paper towels."

Graduates and Dropouts

The distribution of graduates in the Long Beach school district shows that Latinos graduate at a much lower rate than their peers. They make up only 30% of the graduating class compared to 45% of the overall student body. However, the statistics for dropouts show that the disparities between the racial makeup of the general student population and that of students who dropout are relatively small.

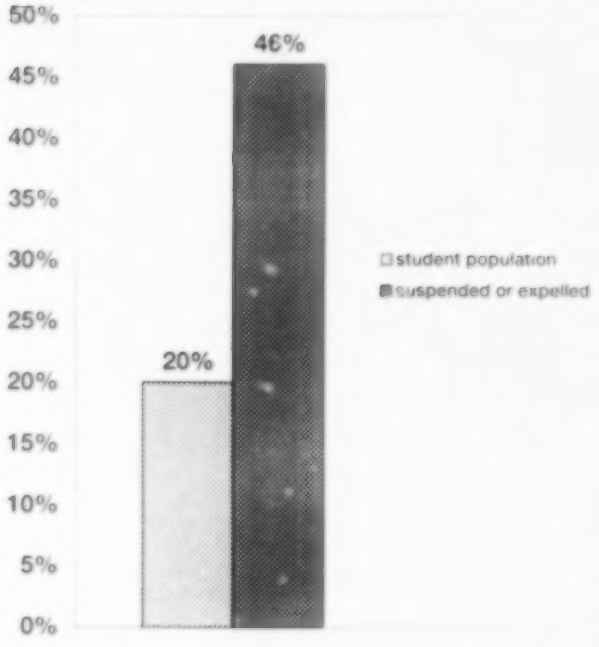
Gifted and Advanced Class Access

Latino and African American students in Long Beach are severely underrepresented in gifted program and advanced placement classes. This is important because these classes are indicators of the "tracking" of students. Students are generally guided into either a college-preparatory track or a vocational track. African Americans make up 20% of the student population, but only 10% of those in gifted and advanced classes. Latino students make up 45% of the overall population, yet are only 24% of those in gifted or advanced classes.

Discipline: Suspensions and Expulsions

The school district earns a failing grade in this category because African American students make up a much higher percentage of the students suspended or expelled than their numbers in the student population. The chart at the right shows this disparity.

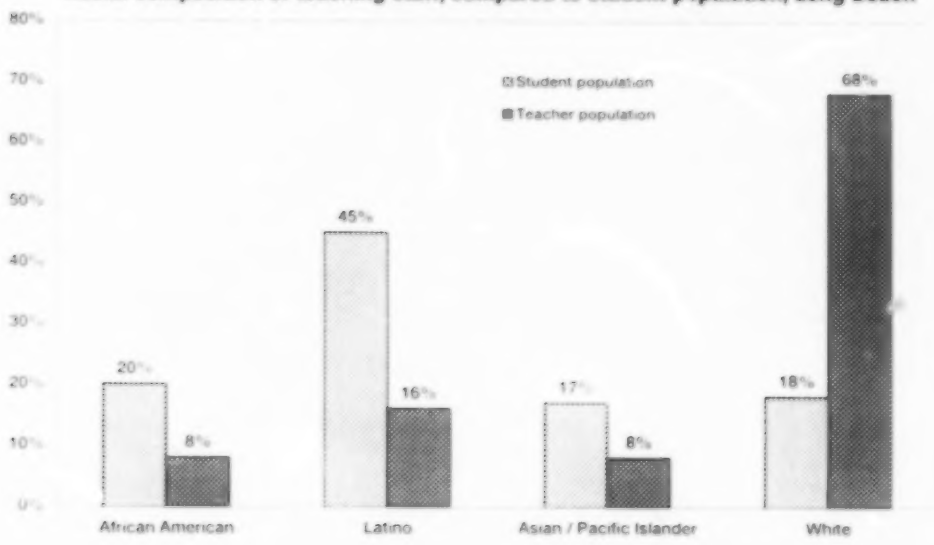
Figure 3
African American students either suspended or expelled, compared to overall student population, Long Beach



Teachers

The Long Beach school district shows a great disparity between the racial make-up of the student body and that of the teaching staff. As the chart below shows, almost three out of four teachers are white. Students of color as well as white students would receive a richer learning experience with a more balanced teach-

Figure 4
Racial composition of teaching staff, compared to student population, Long Beach



ing staff. Furthermore, while the district provides diversity training for new teachers, it would do better to institute a mandatory anti-racist or multicultural training to *all* staff.

Conclusion

Long Beach Unified School District is by no means a failure as an educational institution. The majority of the teachers, administrators, and staff work hard to provide a quality education for the students in the district. Yet, the statistical evidence shows that significant disparities exist in educational outcomes for different racial groups within the district. These numbers call for further investigation in order to better identify and meet the needs of all students.

It is also clear that the district does not have the power to make all of the changes needed. As many students in Long Beach surmised, their district does not have the same resources as other districts in more white, high-income neighborhoods. Nevertheless, the district can and should make a number of improvements locally, as well as join with students and parents to demand that the state provide the resources necessary for a quality education for all students.

San Diego Unified School District

San Diego Unified School District is the second largest district in the state, containing a total of 175 schools. San Diego is the second largest city in California and has seen a growth in the number of people of color and immigrants in the past decades. The data from Census 2000 shows that people of color are now a slight majority in the city.

Report Card for the District and overall assessment

The Racial Justice Report Card gives the San Diego Unified School District a failing grade for its overall performance on racial equality indicators. The district's data shows statistically significant racial disparities in the majority of criteria. These are the most important findings of our research in San Diego:

Racial Justice Report Card **San Diego Unified School District**	
Drop out rate: Does any racial group have a significantly higher dropout rate than its proportion of the whole student body?	FAIL
Graduation rate: Does any racial group have significantly fewer graduates than its proportion of the whole student body?	PASS
College Entrants: Does any racial group have significantly fewer graduates who enter college the next year than its proportion of the whole student body?	FAIL
Student Discipline: Does any racial group have a suspension or expulsion rate significantly higher than its proportion of the whole student body?	FAIL
Language: Do all students who need them have access to bilingual education programs?	FAIL
Advanced classes: Does any racial group participate in gifted or advanced classes at a rate that is significantly lower than its proportion of all students?	FAIL
Teaching Staff: Does any racial group have a significantly lower percentage of teachers than of students?	FAIL
Learning Environment: Are the classroom facilities, resources and school buildings that have mostly white students in them better than those with mostly students of color?	FAIL
Curriculum: Do the textbooks and curriculum materials reflect the history and experiences of our diverse society?	FAIL
Staff Training: Are all teachers and administrative staff provided mandatory multi-cultural/anti-racist training?	FAIL
*Based on its scores on these questions, **San Diego Unified School District** earns a final **Racial Justice Grade** of*	**F**

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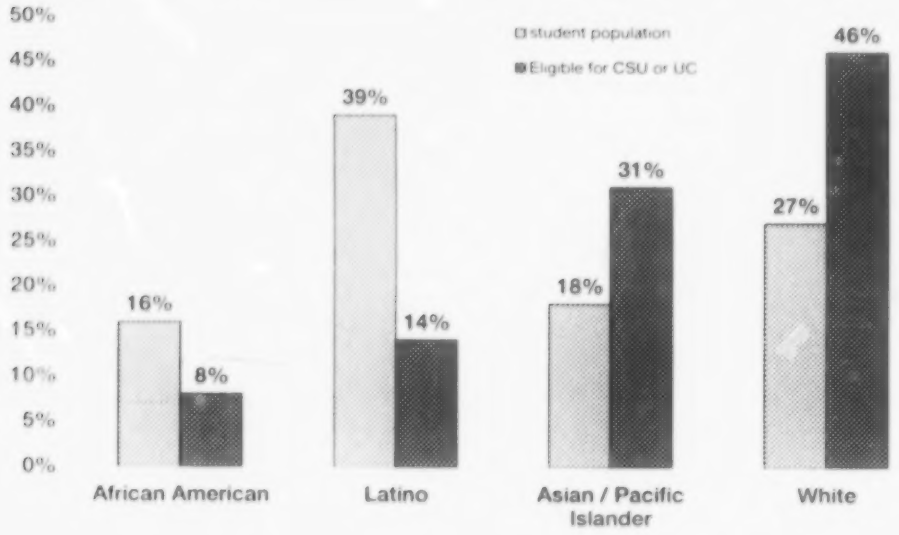
College Eligibility

Both African American and Latino students are drastically underrepresented (see chart) among students who meet the minimum class requirements to apply to a CSU or UC school. The numbers for Latinos are especially bad: they make up 39% of the student population, yet are only 14% of those graduates that meet the minimum requirements to apply to college.

Figure 5

Graduates that meet A-F Requirements, compared to overall student population, San Diego



School Conditions and Resources

Students in San Diego have identified a number of poor school conditions that they face. A majority of those interviewed about health conditions indicated that they had encountered either rodent, insect, or hazardous health conditions in their school. In addition, many of the students interviewed were concerned with the lack of resources in their classrooms and felt that their teachers lacked in supplies as well as pay. One student stated that, "other schools have better funding and more respect because they're not minority schools."

Graduates and Dropouts

San Diego Unified School District earns a passing grade in the category of graduation rates. However, it should be noted that this category is calculated by comparing the racial makeup of the graduating students to the racial makeup of the *senior class*. Compared to the overall student population, it is clear that Latino students are significantly underrepresented among the graduates. The reason for this is made clear by the high percentage of Latino students who leave school before graduation. Please see the graph for exact figures.

Advanced Class Access

Latino and African American students in San Diego are dramatically underrepresented in gifted program and advanced placement classes. African American students are only 8% of the students in these classes, despite making up 16% of the student body. Latinos fare no better. They are 39% of the school population but only 21% of the students in gifted or advanced classes.

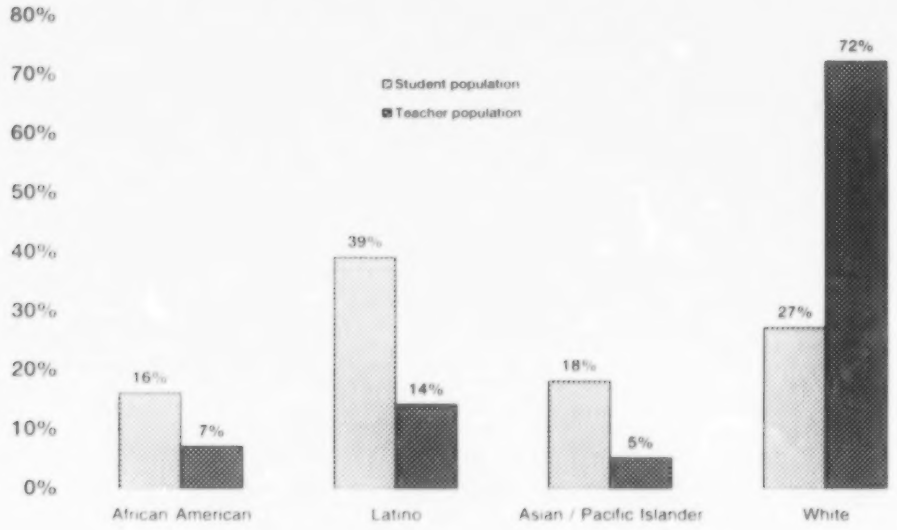
Discipline: Suspensions and Expulsions

The San Diego schools demonstrate a disparity in the discipline of students. African American students are being suspended or expelled in disproportionate numbers. Their proportion of the suspended and expelled students is *more than double* their percentage of the overall population.

Teachers

Students of color in San Diego Unified School district are unlikely to have a teacher of their own racial background (please see graph on the following page). While only one in four students is white, nearly three of four teachers are. Combined with a lack of mandatory anti-racist or multicultural training for teachers, these statistics raise serious concerns about the education that students, particularly students of color, are receiving.

Figure 6
Racial composition of teaching staff, compared to student population, San Diego



Conclusion about area

The San Diego Unified School District has a large number of committed and hardworking staff that work to provide a quality education for the students. Despite this the statistical evidence collected for the Racial Justice Report Card show that the district is failing large numbers of its students. This data demonstrate the need for further study and for changes to meet the needs of *all* students.

As noted by many students the district itself often lacks resources necessary to make all the changes necessary. It is therefore important to examine the responsibility of the state for changing the conditions that San Diego students face. However, the district itself is still capable of making concrete improvements to the educational experience of students of color. The district should also join together with students and parents to demand that the state provide the resources necessary for a quality education for all students.

East Side Union High School District, San Jose

The East Side Union High School District in the city of San Jose is a smaller district consisting of 10 high schools, 4 alternative schools, and one continuation school.

The city of San Jose has been seen many changes in the past decades. One of these has been the rising cost of housing and general cost of living due to the economic boom in Silicon Valley. One side effect of this seems to be the forcing out of high numbers of low-income people of color. The East Side Union High School District has seen declining enrollments. It is therefore facing large losses of funding and, at the present time, planning to cut programs in response.

Report Card for the District and overall assessment

The East Side Union High School District fails the criteria of the Racial Justice Report Card because of the statistical disparities that exist in every category of the report card analysis. The majority of these disparities show that Latino students, who are the largest group in

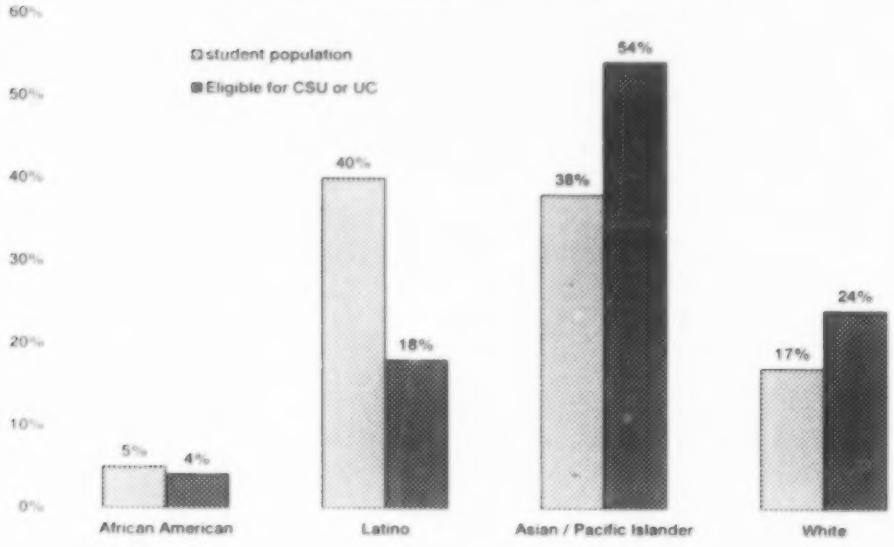
Racial Justice Report Card	
Eastside Union High School District	
Drop out rate: Does any racial group have a significantly higher dropout rate than its proportion of the whole student body?	FAIL
Graduation rate: Does any racial group have significantly fewer graduates than its proportion of the whole student body?	FAIL
College Entrants: Does any racial group have significantly fewer graduates who enter college the next year than its proportion of the whole student body?	FAIL
Student Discipline: Does any racial group have a suspension or expulsion rate significantly higher than its proportion of the whole student body?	FAIL
Language: Do all students who need them have access to bilingual education programs?	FAIL
Advanced classes: Does any racial group participate in gifted or advanced classes at a rate that is significantly lower than its proportion of all students?	FAIL
Teaching Staff: Does any racial group have a significantly lower percentage of teachers than of students?	FAIL
Learning Environment: Are the classroom facilities, resources and school buildings that have mostly white students in them better than those with mostly students of color?	FAIL
Curriculum: Do the textbooks and curriculum materials reflect the history and experiences of our diverse society?	FAIL
Staff Training: Are all teachers and administrative staff provided mandatory multi-cultural/anti-racist training?	FAIL
Based on its scores on these questions, ***Eastside Union High School District*** *earns a final* ***Racial Justice Grade*** *of*	**F**

the district, have much less positive educational outcomes than their peers. the most important findings of our research are as follows:

College Eligibility

The calculations for the Racial Justice Report Card criteria of college eligibility, or "A-F requirements," in San Jose is somewhat different than in the other districts because the district did not provide us with the number of seniors. However, by comparing the number of graduates who have completed the A-F classes with the overall percentages of the school population we are able to see that statistically significant disparities exist. The chart below shows the inequalities in student distribution in these categories.

Figure 7
Graduates that meet A-F Requirements, compared to overall student population, San Jose



School Conditions

Students in the East Side Union High School District identified a number of problems with the school conditions. Students who were interviewed identified problems that ranged from dirty or broken bathrooms to roaches and rodents. A high number of students said that they have concerns about problems with the school's heating and cooling system, leaking ceilings, or deteriorating buildings.

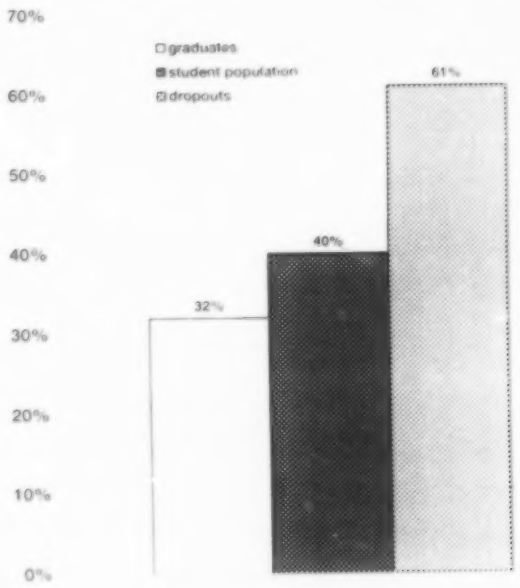
A large number of students also pointed out the lack of resources in their schools, stating that teachers in their district don't have enough supplies or resources. A frequent comment was that teachers do not even have the basic resources for the classroom.

"I guess it depends on whether the school is rich or not," one student commented. "Because our school is not that great. Some of my teachers don't have a stapler, hole puncher, or even tape."

Graduates and Dropouts

The school district receives a fail in this category because the data show that Latino students are make up a much larger percentages of the students who drop out than their percentage of the student body. In addition, Latino students are also much less likely to graduate than are their peers in the schools. These disturbing numbers, illustrated in the chart below, demonstrate the need for an examination of student needs in order to correct these disparities.

Figure 8
Latinos in graduate and dropout population, compared to overall student population, San Jose



It should also be highlighted that the dropout rate among Native American students is alarmingly high: almost half of Native students who enter high school fail to finish.

Discipline: Suspensions and Expulsions

The district receives a failing grade in this category because both African American and Latino students are disciplined in higher numbers than their percentage of the student body. While African American students make up only 5% of the overall population, they make up 9% of those suspended or expelled. Latino students make up 40% of the overall population, yet are half of those suspended or expelled.

Teachers

The East Side Union High School District shows only a slightly better racial diversity in its teaching corps than the other school districts studied. With white teachers making up a smaller percentage of the staff, and a larger percentage of Latino teachers, East Side Union is moving in the right direction. Nevertheless, the district still has a long way to go before all students can receive the more complete learning environment that a racially diverse staff can provide. Furthermore, the district does not have a mandatory anti-racist or multicultural training curriculum.

Conclusion about area

The East Side Union High School District has numerous strengths as an educational institution and many of its students receive a quality education and continue successfully into higher education. Yet, the statistical evidence shows that disparities exist in the educational outcomes for different racial groups within the district. These disparities make it clear that the district needs a greater understanding of the problems and needs to find ways to meet the needs of *all* its students.

However, as many San Jose students themselves pointed out, the district often lacks the resources necessary for some needed changes. This points to the fact that the state holds significant responsibility for change. Nevertheless, the district can and should make some concrete changes to improve the education of students of color. Furthermore, it should join with students and parents to demand that the state provide the resources necessary for a quality education for all students.

Conclusion and Recommendations

In the landmark Brown v. Board of Education ruling almost half a century ago, the U.S. Supreme Court stated that "it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education." If anything, this statement rings even more true today. The evidence revealed in this report of dramatically unequal educational outcomes for California's students of color is a call to action for all who care about the future of our state.

Students of color, particularly African American and Latino students, are receiving a dramatically unequal education in California. This is not only unfair but discriminatory because, as the Supreme Court noted in 1954, the denial of a full education severely limits a person's opportunities in life. To continue this discrimination is to endanger the future of our state.

While this report does not shy away from pointing out the inequalities in the three school districts studied, nor from highlighting how these problems point to larger institutional problems in California's educational system, it should not be read as a blanket indictment of that system. California public schools are not a failure for all students. Many students in California are receiving an excellent education, demonstrating what the schools are capable of achieving. However, as this report highlights, large numbers of students of color are not receiving that same high quality education.

To address these inequalities and begin to provide a quality education for all students, the state must create programs and set racial equity standards for all schools. The state and local districts need to work together to implement, at least, the following measures:

- A college eligibility awareness plan that would ensure that *every* student understands what classes are necessary to meet the A-F requirements. It must also be ensured that all students that wish to take them have access to these classes.

- State and local school facilities oversight boards that would be responsible for ensuring that no student has to face hazardous or unhealthy school conditions. The oversight boards should be community-run and should also monitor the schools to make sure that enough educational materials are provided to meet student needs.

- A review and evaluation of school discipline policies and practices to eliminate the racial disparities in the application of discipline. There needs to be an exploration of more productive discipline measures, ones

that only resort to suspension and expulsion in the most extreme situations.

- Racial Equity plans should be developed at the state, district, and school levels. Where data reveal racial disparities, a plan should be developed, implemented, and evaluated annually to resolve the problem. An essential part of these plans is the annual publication of racially disaggregated data from all California schools, allowing a clear analysis of the schools' success or failure in these areas.

- Finally, schools need to welcome the involvement of students and parents in developing and maintaining a healthy, productive, and equitable school environment throughout the state. This findings of this report are clearly a call for students and parents to come together with education advocates, policy makers, and community organizations, as well as teachers and administrators, to fight for better schools for all youth in California.

Racial Justice Report Card

Long Beach Unified School District

Computation of Chi-Square Values

	African American	Latino	Asian/ Pac. Isl.	Native American	White	Total	
All students	18,431	42,559	15,697	320	16,678	93,685	
High School Seniors	1,138	2,002	1,302	18	1,116	5,576	
Dropouts							
Observed	168	337	121	3	92	721	
Expected	141.845	327.534	991.911	2.463	128.354	721	
Chi Square	4.823	0.274	0.000	0.117	10.297	15.510	Fail
Graduates							
Observed	840	1,264	1,131	18	995	4,248	
Expected	866.970	1,525.197	991.911	13.713	850.209	4,248	
Chi Square	0.839	44.731	19.503	1.340	24.658	91.072	Fail
College Entrants							
Observed	230	324	631	8	506	1,699	
Expected	346.747	610.007	396.718	5.485	340.044	1,699	
Chi Square	39.308	134.097	138.356	1.154	80.994	393.908	Fail
Suspensions & Expulsions							
Observed	2,288	1,558	515	6	604	4,971	
Expected	977.963	2,258.214	832.895	16.979	884.948	4,971	
Chi Square	1,754.867	217.118	121.333	7.100	89.194	2,189.611	Fail
Advanced Class Access							
Observed	593,000	1,439,000	1,677,000	25,000	2,297,000	6,031,000	
Expected	1,186,501	2,739,748	1,010,499	20,600	1,073,651	6,031	
Chi Square	296.876	617.555	439.608	0.940	1,393.918	2,748.897	Fail
Teachers							
Observed	369,000	689,000	335,000	27,000	3,015,000	4,435,000	
Expected	872,514	2,014,721	743,088	15,149	789,528	4,435	
Chi Square	290,570	872,347	224,113	9,272	6,273,021	7,669,323	Fail

Note: At 4 degrees of freedom, alpha= 05, a significant value of chi-square is 9.48773 or greater

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Racial Justice Report Card

San Diego Unified School District

Computation of Chi-Square Values

	African American	Latino	Asian/ Pac. Isl.	Native American	White	Total	
All students	23,117	55,721	25,282	829	38,485	143,434	
High School Seniors	974	1,802	1,647	47	2,330	6,800	
Dropouts							
Observed	309	727	189	13	294	1,532	
Expected	246.910	595.149	1,561.986	8.854	411.053	1,532	
Chi Square	15.614	29.211	24.317	1.941	33.333	104.415	Fail
Graduates							
Observed	919	1,617	1,577	41	2,295	6,449	
Expected	923.724	1,708.985	1,561.986	44.574	2,209.731	6,449	
Chi Square	0.024	4.951	0.144	0.287	3.290	8.696	Pass
College Entrants							
Observed	201	351	765	20	1,142	2,479	
Expected	355.080	656.935	600.428	17.134	849.422	2,479	
Chi Square	66.860	142.474	45.107	0.479	100.777	355.698	Fail
Suspensions & Expulsions							
Observed	4,040	4,574	1,056	77	2,441	12,188	
Expected	1,964.318	4,734.774	2,148.284	70.443	3,270.181	12,188	
Chi Square	2,193.359	5.459	555.366	0.610	210.246	2,965.041	Fail
Advanced Class Access							
Observed	1,742.000	4,547.000	5,515.000	198.000	9,446.000	21,448.000	
Expected	3,456.736	8,332.083	3,780.473	123.962	5,754.746	21,448	
Chi Square	850.605	1,719.480	795.822	44.220	2,367.672	5,777.801	Fail
Teachers							
Observed	537.000	1,064.000	398.000	71.000	5,456.000	7,526.000	
Expected	1,212.952	2,923.688	1,326.550	43.498	2,019.313	7,526	
Chi Square	376.693	1,182.903	649.960	17.389	5,848.930	8,075.875	Fail

Note: At 4 degrees of freedom, alpha= 05, a significant value of chi-square is 9.48773 or greater

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Racial Justice Report Card

Eastside Union High School District

Computation of Chi-Square Values

	African American	Latino	Asian/ Pac. Isl.	Native American	White	Total	
All students	1,223	9,733	9,318	151	4,151	24,576	
High School Seniors	283	2,127	2,306	25	950	5,691	
Dropouts							
Observed	55	512	189	7	77	840	
Expected	41.802	332.671	1,800.714	5.161	141.880	840	
Chi Square	4.167	96.669	52.645	0.655	29.669	183.805	Fail
Graduates							
Observed	237	1,432	1,909	22	844	4,444	
Expected	220.990	1,660.936	1,800.714	19.522	741.838	4,444	
Chi Square	1.160	31.558	6.512	0.315	14.069	53.611	Fail
College Entrants							
Observed	78	350	1,079	6	474	1,987	
Expected	98.809	742.637	805.135	8.729	331.690	1,987	
Chi Square	4.382	207.590	93.155	0.853	61.057	367.037	Fail
Suspensions & Expulsions							
Observed	149	870	439	12	263	1,733	
Expected	86.241	686.332	657.068	10.648	292.712	1,733	
Chi Square	45.671	49.151	72.372	0.172	3.016	170.382	Fail
Advanced Class Access							
Observed							
Expected	0.000	0.000	0.000	0.000	0.000	0	
Chi Square	?	?	?	?	?		Fail
Teachers							
Observed	68.000	227.000	149.000	10.000	759.000	1,213.000	
Expected	60.364	480.393	459.909	7.453	204.881	1,213	
Chi Square	0.966	133.617	210.182	0.870	1,498.661	1,844.336	Fail

Note: At 4 degrees of freedom, alpha= 05, a significant value of chi-square is 9.48773 or greater.

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Acknowledgements

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Applied Research Center

We Interrupt This Message

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